DOCUMENT RESUME

ED 343 069 CG 024 085

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TITLE Gendered Voices: Students' Descriptions of Sexual Harassment and University Life.
PUB DATE Aug 91
NOTE 31p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Students; Higher Education; *Sex Differences; *Sexual Harassment; *Student Attitudes; *Student Problems

ABSTRACT

Research suggests that male and female college students have different views of what constitutes sexual coercion and divergent standards for behavior in which they themselves would engage. It is likely that students experience different realities and perceive campus quality of life in different terms depending on their gender. An exploratory qualitative analysis was conducted to identify differences of perceptions and experiences of campus life as a function of gender. Open-ended, qualitative comments were obtained from college students (N=703--63% women, 37% men) as part of a larger structured survey investigating sexual harassment and general quality of life at a large state university in the northeast. Students were asked to describe one negative experience related to sexual harassment or campus life. A content analysis of comments revealed four content categories: sexual harassment or negative sexual experiences; other problems related to campus quality of life; reactions to the survey; and comments about an absence of problems. The majority of women reported incidents of gender-bias or sexual harassment. Few men wrote about gender or sexual harassment; most reported problems such as poor parking conditions, poor teaching, or harsh treatment by police. Women's comments about the survey were generally positive or neutral, while men's comments were negative, criticizing the research as irrelevant or offensive. Results suggest that students live in different gender cultures and operate with different values. (NB)

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GENDERED VOICES:

Students' Descriptions of

Sexual Harassment and University Life

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Poster presented at the American Psychological Association Annual Convention, San Francisco, California, August 1991.

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Abstract

This paper reports the results of a qualitative analysis of gender differences in descriptions of campus life. Open-ended comments were requested at the end of a structured survey by asking students to describe one negative experience related to sexual harassment or campus life. The participants were 2,793 students at a public university, 703 of whom chose to respond. Four content categories emerged from the comments: sexual harassment or negative sexual experiences; other problems or situations related to campus quality of life; reactions to the survey; and comments about an absence of problems. The majority of women who commented reported incidents of gender-bias or sexual harassment. A relatively small proportion commented on other aspects of campus quality of life such as racism or unfair grading. An even smaller proportion of women made comments about the survey, most of which were positive or neutral. In contrast, few men wrote about gender or sexual harassment. Most of the problems reported by men concerned other aspects of quality of life including terrible parking conditions, poor teaching or harsh treatment by police. While a few men made positive or neutral comments about the survey, the great majority of men's evaluative comments were negative. Many men criticized the research as irrelevant or offensive. Results suggest that students live in different "gender cultures" and operate with different values. These differences are interpreted as reflective of sexism, and change strategies are identified.

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GENDERED VOICES: STUDENTS' DESCRIPTIONS OF SEXUAL HARASSMENT AND UNIVERSITY LIFE

Introduction

Both popular and scholarly literature have documented the common occurrence of date rape, violent and degrading fraternity practices, and other forms of sexual harassment and violence against women on campuses (Koss, Dinero, Seibel & Cox, 1988; Sanday, 1990). The victims are almost always women; the perpetrators are usually men. Inside the classroom, respect for women and tolerance for diversity are not hallmarks of the academy (Fuehrer & Schilling, 1985; Hall & Sandler, 1982; NACWEP, 1980; Spanier, Bloom & Boroviak, 1984). Research suggests that female and male college students have different views of what constitutes sexual coercion and divergent standards for behavior in which they themselves would engage (Briere & Malamuth, 1983; Lips, 1988; Malamuth, Haber & Feshback, 1980). There is evidence that ways of speaking, social roles and values are stratified along gender lines (Belenky, Clinchy, Goldberger & Tarule, 1986; Bernard, 1972; 1981; Gilligan, 1982; Parlee, 1989; Richardson & Taylor, 1986). Thus, it is likely that students experience different realities and perceive campus quality of life in different terms depending on their gender.

This poster presents the results of an exploratory qualitative analysis that was designed to identify and assess differences of perceptions and experiences of campus life as a

function of gender. Open-ended, qualitative comments were obtained as part of a larger structured survey investigating sexual harassment and general quality of life on a university campus. A content analysis was conducted to investigate whether women's and men's descriptions of unwanted or negative experiences revealed different concerns, realities and values.

Method

Participants

The participants in the study were students at a large state university in the northeast. The students attending the university come from predominantly working class families. Many of the students still live at home with parents and are the first generation in their families to attend college. The student body is predominantly male (62%) and the majority of students are Caucasian (84%). Asians, African Americans and Hispanics each comprise less than 5% of the student body; other ethnic minority groups (e.g., Native Americans, Cape Verdians) constitute another 5%. Many of the ethnic minority students are foreign born and plan to return home upon graduation. Most students are of traditional college age, but the university attracts a relatively large population of older returning students through a special program which provides support for reentry.

Procedure

As stated above, the research reported here is part of a larger investigation of sexual harassment and quality of life at

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a large public university in the northeast. A structured survey probing these issues was mailed to all 10,635 students enrolled at the university with a cover letter explaining the voluntary nature of the survey and assuring confidentiality and anonymity. Follow-up post cards were sent to increase the return rate. Completed surveys were received from 7,293 students, representing a return rate of approximately 27%. Of these, 703 students (or about 25%) also included open-ended comments. This study presents a content analysis of the open-ended material.

The Social Experiences Questionnaire was designed for this study by adapting the Sexual Experiences Questionnaire (SEQ) (Fitzgerald & Shullman, 1987) and combining it with newly created scales and additional probes. The questionnaire consisted of five parts:

1) individual student characteristics and demographic information;

2) scales investigating the academic and social climate of the student's major department, with particular emphasis on respect for women and tolerance for diversity;

3) a behavioral checklist of diverse forms of sexual harassment (SEQ)

4) a checklist of possible coping responses students may have had to incidents of harassment; and

5) open-ended descriptions of any negative or unwanted experiences previously reported in the survey in participants' own words and their reactions to the experience.

The focus of this presentation is on the qualitative portion of the survey (part 5) that uses students own words and allows students to communicate their particular concerns or problems. All open-ended comments were content analyzed by gender.

For the content analysis, three judges (the researchers) first reviewed 100 of the qualitative remarks independently. Each of the judges generated a number of content categories based on these responses. After discussion, four general content categories were identified: 1) incidents of gender-bias, sexual harassment, or unwanted negative sexual experiences; 2) other incidents negatively affecting the quality of life on campus; 3) evaluative comments about the survey itself; and 4) comments communicating an absence of problems.

For each of these general content areas, simple rating schemes were developed. Reports of harassment and unwanted negative experiences were categorized as gender harassment, unwanted sexual attention (without touching, with non-sexual touching, with sexual touching or with indecent exposure), unwanted sexual attention with physical threat, rape, or other (e.g., ranging from mooning to battering). Information regarding central figure(s) involved in the event and perpetrator(s) was also noted if possible. Gender of perpetrator was recorded as was status as faculty, staff, students or, in a few cases, someone who appeared to have no direct connection to the University (e.g., men on the street, off-campus employers).

Comments about other quality-of-life concerns were coded for

incidents of racism/xenophobia, homophobia, and generally unfair or disrespectful treatment. It was agreed that responses about life on campus that did not fit into any of the above categories would be coded as miscellaneous and the specific concern noted. We also tracked the number of times grades were affected by any quality of life incident.

For comments about the survey, a five point rating system was used ranging from positive on one end through very negative or hostile on the other. General statements that indicated a student had encountered no problems were rated either as neutral (no problem) or as positive (things are great). An additional category was used to track comments stating the person would not or could not reveal an incident.

Once these content categories were developed and refined, all open-ended material was reviewed and scored. All open-ended responses were independently reviewed by two judges and assigned to the appropriate category or categories. A third judge later reviewed all cases where full consensus had not been reached. Agreement of two of the three judges was used to resolve these cases (roughly one third of the protocols). In the very few cases where the third judge's ratings did not overlap with one of the original two, discussion among the judges resulted in a common decision, usually to consider the information missing or to code the comment as "other" or as "miscellaneous" within an existing category. It should be noted that most of the disagreements concerned specific details related to an incident

(e.g., whether sexist jokes were directed at a specific student or at a group) rather than how to categorize the overall incident.

Results and Discussion

Qualitative responses were returned by 703 survey participants; 439 (62.4%) were from women and 260 (37%) from men. Four respondents did not indicate their gender. Women returned 49.5% of the total surveys; thus, it is apparent that women were more likely than men to respond to the open-ended probe once they completed the survey. As stated above, the qualitative responses were analyzed with respect to the following content categories: gender-bias, sexual harassment or negative sexual incidents; quality of life on campus; comments indicating an absence of problems; and evaluative comments about the survey. Participants' responses within each of these categories differed by gender. The results and issues will be summarized below.

Gender-Bias, Sexual Harassment and Negative Sexual Incidents

Past research has indicated that sexual harassment of women by men is a wide-spread problem on campuses across the United States (see Paludi, 1991). Consistent with this finding, 274 (39%) of the open-ended responses were descriptions of sexual harassment situations. Women were far more likely to report such incidents. Over half of the female respondents (247 or 56%) reported incidents where they either experienced or witnessed

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male harassment of women. Twenty-two of these women reported more than one incident involving different perpetrators. In contrast, only 10% (n=26) of the male respondents chose to write about the problem of sexual harassment of women. Three men reported multiple incidents.

As stated earlier, sexual harassment incidents were subdivided into categories ranging from gender harassment and sexist comments to more severe forms of sexual violence. Among the responses from women, 41% (n=112) were descriptions of gender harassment; 21% (n=52) involved some form of unwanted sexual attention (ranging from attention without touching to unwanted kissing and/or breast/genital touching); 7% (n=21) were incidents that included force (ranging from situations where women felt unable to get away and feared rape to actual attempted rapes); and 4% (12) were reports of rape. Over 7% (n=20) reported some other form of sexual harassment ranging from mooning, to a professor with a long term rip in the crotch of his pants, to battering by a partner. Only three situations were considered to simultaneously involve both gender harassment and a more direct form of sexual harassment, thus the counts by and large represent separate incidents.

Over 76% (23 out of 30) of the incidents described by men involved gender harassment of women (typically public sexist comments about women in general). The other incidents men described included 3 instances where women received unwanted sexual attention and 3 miscellaneous incidents. One male

respondent expressed great concern about a rape incident on campus.

What about harassment of women by women? There were two reports by women of female faculty favoring male students. These were the only cases reported.

What about harassment of men? Several open-ended responses described related observations. Situations in which men faced gender harassment by females (either faculty or students) were described by 10 men and 1 woman. Descriptions of harassment by female faculty usually involved their portraying men's role in society very negatively and overemphasized men's contribution to domestic and societal problems. Harassment by female peers typically involved unwanted sexual attention. There were also a couple instances where men reported unwanted sexual attention from male faculty (1) and from a male peer (1). One man reported being raped by a male and another by a female. Another response described a male professor who discriminated against "masculine men".

The predominant harassment situation described was clearly women being sexually harassed by men, and the problem was voiced much more often by women. It is not surprising that women are more likely to express concern since they are usually the direct targets. In situations where women observe the harassment of others, they are undoubtedly also personally affected by the reminder that they too are potential victims of this type of abuse.

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Men were much less likely to note sexual harassment as a problem though a few did as noted above. The differences in men's and women's reports are consistent with previous research indicating that women see a wider range of men's behavior as harassing than men do (Gutek, 1985; Tangri, Burt & Johnson, 1982) and that men often discount women's concerns as exaggerated sensitivity (Fuehrer et al., in press).

Other Quality of Life Issues

Although few of the male respondents reported sexual harassment incidents, 40% (103) reported concern about other quality of life issues on campus. There were reports of fifteen racist or xenophobic incidents and one homophobic situation. The target of the harassment in the majority of these situations was someone other than the respondent. Forty six men (18%) reported what they perceived as unfair or disrespectful treatment. Most complaints were about unfair treatment by teachers and 9 of the reports also included complaints about unfair grading. Another 43 protocols (16.5%) included a variety of miscellaneous complaints such as run-ins with the police, frustration with the lack of parking on campus and confusion about registration procedures.

A smaller percentage (15%, n=67) of the women described parallel concerns. These included nine reports of racism/xenophobia and three reports of homophobia. Nine percent (n=38) of the complaints were about disrespectful treatment, ten of which included concerns about unfair grading. There were 22

reports of miscellaneous concerns. Many of these were similar to those expressed by men (e.g., parking, registration, teaching). One noteworthy gender difference regards complaints about treatment by police and campus security. Men reported anger at being treated unfairly by police (including false arrest), while women reported feeling ogled and unsafe.

It is important to note that the majority of all incidents reported (including those related to both gender-issues and more general quality-of-life issues) occurred in the context of academic life. Many occurred in the classroom, including sexist comments about a student's appearance, inappropriate touching and rudeness, insensitivity to student problems, unfair grading practices and intimidation. Others occurred in more private, work-related settings such as faculty offices or in informal meetings. Here, as well, students reported gender-harassment, sexual harassment and lack of caring and concern.

Although these comprised the majority of reported incidents, the most serious situations involving physical threat or violence (e.g., assault, attempted rape, and rape) tended to occur in non-academic contexts. Students reported such incidents in their homes (both on and off campus) and at parties (both on and off campus). In contrast to the milder incidents, these typically involved peers (e.g., classmates, acquaintances, close friends, and co-residents). In some cases, the perpetrators of these more serious incidents were not obviously connected to the university.

In sum, the majority of women expressed concerns about

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sexual harassment or violation, while the men tended to focus on other aspects of their lives on campus. The predominant focus of men's concerns was on personally unfair treatment while many women acknowledged that their unfair and abusive treatment was rooted in sex discrimination and devaluing of women.

Reactions To The Survey

Although not specifically solicited, a large number (132 or 19%) of the open-ended responses included evaluative comments about the content and process of the survey. About 34% (n=45) of these comments were made by women, and 64% (n=85) by men. Two people did not report their gender. Twenty responses were positive comments about the survey, made more often by women (n=14) than men (n=6). About equal numbers of men and women made mixed (total n=6) or neutral (total n=19) comments. Questions about the survey (e.g., asking how the study was funded), requests for summaries of results, or advice about who else might be interested in the results (e.g., local rape crisis center) were typical neutral comments.

Forty eight of the comments were negative, and an additional 39 were quite hostile in nature. About 73% of the negative comments and 79% of the hostile comments were made by men -- percentages which are exceptionally high given that only 37% of the respondents were men. In fact, negative evaluative comments made up the vast majority (78%) of men's evaluative comments and constitute about 25% of all the open-ended comments made by men. Men's negative comments included such statements as, "I do not

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like the phrasing of many of the questions" (followed by a detailed critique), "This survey puts down faculty as all racist and sexist. I only filled it out because I was asked to", and "This survey has a profemale bias ... it is looking for an indictment of male faculty. The questions on especially pages 3,4 are geared toward men's putting down of women."

Responses rated as extremely negative or "hostile" included such statements as: "This survey is a feminist witch hunt", "These questions are absurd. What the hell do you think you're doing?", and "Why don't you do something productive with your time -- this questionnaire is a piece of shit."

There were a number of comments by men which were meant as criticisms, but that also suggest a deep seated sexism on the part of the respondent. For example, men said things like: "This survey doesn't related to men, it is a waste of university money." "I refuse to answer these questions because they are set up for women's problems not men's." "This survey is very biased. It only concerns women. Why was it sent to me?"

The implication of these comments is that it is a waste of time and money to study an issue that applies primarily to women. Such a perspective suggests a frightening egocentricity and lack of empathy. Many of these comments communicated, either directly or indirectly, that women and women's concerns were irrelevant to campus life.

The majority (58%) of evaluative responses made by women were neutral, mixed or positive. Several women noted how

grateful they were that the survey was being conducted, complemented the thoughtful survey design, and emphasized the strong need for such a study. A number of women also said that completing the survey or writing about being harassed was a positive personal step and helped them feel better.

Some women were also negative about the survey (12 negative & 7 hostile). The negative comments included concern that conducting such a survey would create a problem that currently does not exist. This is an interesting observation to consider in light of McKinnon's (1979) observation that as long as sexual harassment was not labeled, it did not exist in many people's minds and her warning that "the unnamed should not be mistaken for the nonexistent".

In sum, a large proportion of the male respondents used the space at the end of the survey to voice their critique and/or disdain for the survey. There were also some women who were negative, and even hostile in their responses. However, women's criticisms were both numerically and qualitatively different. The women tended to voice their concern with a combination of feeling and content. In contrast, the men's critical remarks seemed to represent two extremes -- either very dispassionate critiques (e.g., item by item analyses) or total emotionality (swearing, personal attacks on the researchers, and sarcastic comments). These differences are consistent with other observations of gender differences in personal style (Belenky, Clinchy, Goldberger & Tarule, 1986; Gilligan, 1989) and in

structural positions within the academy and society (Fuehrer & Schilling, 1985; Hall & Sandler, 1982; Spanier, Bloom & Boroviak, 1986).

No Problems

A number of students (102 or 15%) took the time to write that they had never experienced a problem or that they were quite pleased with their experiences on campus. Respondents who expressed positive feelings about their experiences consisted of 13 women and 12 men (3% of female respondents and 5% of the male respondents). Another 2% (n=7) of the women and 1% (n=3) of the men indicated that they had a problem they did not wish to discuss.

Within the group of 67 (9.5%) people who indicated that they had experienced no problems, 29 were women and 38 were men (7% and 15% respectively). Although the absolute numbers of women and men reporting no problems are similar, both the percentages represented and the quality of the "no problem" responses were different. The 29 women represent only 7% of the women respondents and the 38 men represent 15% of their cohort. Taken in combination with positive ratings, it appears that about 20% of the men and less than 10% of the women reported either no problem or satisfaction with their campus lives.

In addition to the differences in percentages, there was a qualitative difference in the way men and women expressed an absence of problems that is even more noteworthy. Women said such things as "I have been very lucky", "I have not experienced

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any such problems yet", and "I have not had any problems here. I hope I never will." Some women explained their lack of problems, e.g., "I only spend a couple hour on campus each week in class, and I never socialize with other students." These comments suggest that the women were aware problems existed and felt lucky or privileged to have avoided them. Many of the men, on the other hand, confidently expressed that problems simply did not exist on campus. They used declarations like, "I have not experienced nor am I aware of such problems on campus" and "Things at this university are fine. I have no problems here."

In sum, more men than women reported either no problem or satisfaction, and there were some interesting gender differences in how students seem to have understood the absence of difficulties. The voices of the women seemed to reflect an awareness of broader concerns, while many men's voices expressed a sense that their personal experience of campus life generalized to others.

Conclusions

The analysis of the qualitative responses of men and women suggests that these women and men students have quite different experiences, concerns, and values related to campus life. The majority of women who chose to describe their experiences in their own words report situations of sexual harassment both inside and outside the classroom. Several women noted other quality of life concerns and expressed appreciation for the

survey.

In contrast, men who chose to write open-ended remarks noted more non-gender related concerns about the quality of life on campus -- predominantly faculty-student situations where they felt they did not get the respect they deserved. Some men stated that they had encountered no problems or that things were fine. About a quarter of the men commented on the survey and criticized it as being either not relevant to them, a waste of their time, and/or something they found offensive.

The words or "voices" of women and men students reflect gender stratified realities as they describe different types of concerns in different ways. Not only did more women describe sexual harassment, but many who described other situations seemed to place the other experience in the context of ongoing gender biases. The problems described by men were more often idiosyncratic to a particular class or professor or situation. And many of the men who experienced no problem seemed to believe that the absence of concerns in their lives meant no problems existed elsewhere.

For a variety of reasons, women are the ones giving voice to the existence of sexual harassment on campus. A few men have joined the chorus , while most men remain silent. The women speak in a rich mix of voices about their experienced and feelings. Some talk of heinous crimes against them, sometimes blaming themselves. Women described put-downs in the classroom and violation of their space/bodies at parties and in residence

halls. Many spoke of what they should or should not have done. "I should have locked my dorm room door" or "I should not have trusted him just because I knew him from class". Sometimes women recounted attempts to avoid the perpetrator by having a friend meet them at the end of class or always go with them when they had to go to the harasser's office. Women's stories were varied, their interpretations and concerns were too. But the great majority saw sexual harassment and unwanted sexual attention as serious problems. Many took steps to end or avoid harassment, sometimes at great personal and academic cost.

Men's relative silence raises the question of whether these male students are mostly oblivious to gender and sexual harassment, or whether they observe or participate in the harassment and do not consider it a problem. Perhaps they are aware at some level that to confront sexual harassment would upset the status quo. The anger of some male respondents about the survey was palpable -- as if the existence of the survey challenged their version of reality. Perhaps they felt that if they acknowledged that women face unique concerns then they would somehow be responsible or personally at fault. Quite probably, these men are voicing a range of experiences and realities reflective of their gender, position and expectations of the world.

The implications of these results are multifaceted. They point to the need to:

- further explore gender differences in world view and

experiences;

- expand understanding of how women's and men's experiences are affected by the gender stratification of power in the university and in the larger society;

- provide settings and opportunities for both men and women to voice and to listen to each other's realities;

- teach students about empathy and how to see the world from other peoples' perspective;

- educate the campus community about the types of discrimination that are faced by women and that pollute the quality of life for all women and men students, staff, administration and faculty; and

- find effective ways to communicate that a focus on women's concerns is not equivalent either to blaming men OR to considering men's concerns unimportant.

Though the voices of students in this study are varied and the gender differences profound, the message that emerges is clear. To move toward building stronger academic communities, men's silence must be understood and challenged, and women's stories must be told and heard. And the essential right of every person to physical and psychological safety must be nourished in every aspect of university life.

Table 1

Number of gender-biased, sexual harassment and negative-sexual incidents, directed at women, reported by gender. (Incidents perpetrated by women are indicated in parentheses; All others were perpetrated by men.)

Type of experience	Respondents	
	Female(N=439)	Male(N=260)[a]
Gender discrimination[b]	112(2)	23
Unwelcome attention	57	1
Unwelcome attention with non-sexual touching	19	0
Unwelcome attention with sexual touching	28	2
Unwelcome attention with indecent exposure	5	0
Unwelcome attention with physical threat	21	0
Rape	12	1
Other	20	3

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703
b Gender of 1 respondent unknown

Table 2

Number of gender-biased, sexual harassment and negative-sexual incidents, directed at men, reported by gender. (Incidents perpetrated by women are indicated in parentheses; All others were perpetrated by men.)

Type of experience	Respondents	
	Female(N=439)	Male(N=260)[a]
Gender discrimination	0(1)	2(6)[b]
Unwelcome attention	0	1(2)
Unwelcome attention with non-sexual touching	0	1
Unwelcome attention with sexual touching	0	0(1)
Unwelcome attention with indecent exposure	0	0(1)
Unwelcome attention with physical threat	0	0
Rape	0	1(1)
Other	0	1

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703
b Two additional incidents, in which the gender of the perpetrator was not specified were recoreded.

Table 3

Number of multiple gender-biased, sexual harassment or negative sexual incidents reported by gender.

	Respondents	
Multiple incidents	Female(N=439)	Male(N=260)
Gender discrimination + negative sexual incidents	3	0
Two negative sexual incidents	20	2
Three negative sexual incidents	2	1

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703

Table 4

Number of negative non-gender quality-of-life incidents reported by gender.

Type of incident	Respondents	
	Female(N=439)	Male(N=260)[a]
Racism and Xenophobia[b]	9	15
Homophobia	3	1
Unfair treatment	38	46
Unfair grade	10	9
Miscellaneous[c]	22	43

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703
b Gender of 1 respondent unknown
c Miscellaneous reports included parking, registration lines, etc.

Table 5

Number of comments concerning the questionnaire by gender.

Type of comment	Respondents	
	Female(N=439)	Male(N=260)[a]
Positive	14	6
Mixed (positive and negative)	3	3
Neutral	9	10
Negative[b]	12	35
Strongly negative[b]	7	31

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703
b Gender of 1 respondent unknown

Table 6

Number of comments in which no incident was reported by gender.

Type of non-report	Respondents	
	Female(N=439)	Male(N=260)[a]
"Life is good"	13	12
"No problems"	29	38
Will not or cannot reveal	7	3

a Number of returned questionnaires = 2793
Number of questionnaires with comments = 703

Table 7

Women's voices: Prototypical comments by women students.

One of my teachers made crude sexist remarks and embarassed the women students in the class. I felt uncomfortable and tried to avoid meeting him.

I almost quit school because I was completely ignored by my instructor.

One of my teachers said that the only degree I needed to worry about was the M.R.S. degree. OUTRAGEOUS!

A particular professor often plays with himself when talking to women students. He tries not to be obvious, but it shows.

I was at a party and a drunken student kept trying to force himself on me. I kept pushing him away and finally I left the party with my friends.

I went to see my teacher about a problem I was having. He told me that if I came to his office my grade would improve. When I got there he put his arm on my shoulder and tried to reach into my blouse. I grabbed my books and left as quickly as I could. I dropped the class because I was afraid that I would not get a good grade.

I was working in my dorm room when a student came in. He started grabbing me and wouldn't leave me alone even though I said no and started crying. I tried to fight him off but he was too strong for me. Luckily my roommate came in and he left.

Thank you for doing this survey. It is about time that someone took care of this matter.

I have not had any problems here. I hope that I never will.

I can't talk about it. It is too difficult.

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Table 8

Men's voices: Prototypical comments by men students.

One of my professors was a feminist bitch. She discriminated against the men in the class.

One of my professors made sexist comments in class. It was just a joke, though, and we all treated it that way.

My only problem is I could use more dates. (Just joking!).

Teachers at this university are not concerned with students. They treat us like we were numbers.

I am a foreign student. When I was walking on campus some rude students called out and made fun of me. There is a lot of discrimination against foreign students.

My friend was arrested for disorderly conduct for NO REASON.

I'm tired of teachers who can't teach and bore the hell out of us.

This survey is ridiculous and a big waste of my time. I have never had, nor heard of any problems concerning sex at this university.

This survey is very biased. It only concerns women. Why was it sent to me?

This survey seems to be putting down faculty and saying they're all racist and sexist. I filled it out because I was asked to, but most questions are absurd.

Things at this university are fine. I have no problems here.

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